Swiss School of Business and Management Geneva (SSBM Geneva)

SSBM Geneva Program Outline

Master of Science in Global Business

Method: Online

Duration of Program: 18 months/3 semesters

Total number of ECTS: min. 90

Avenue des Morgines 12, 1213 Genève

Switzerland

www.ssbm.ch

1. Enrollment criteria

Admission to Master's studies is granted to people who fulfil the following requirements:

- Hold a Bachelor's degree in the related field or an equivalent university degree.

  - Applicants who do not have a Bachelor's degree in the related field will have to complete at least 2 online management courses prior to being enrolled into master program and subject to the Recognition of Prior Learning policy. The Admissions Committee decides on the final number of the courses that have to be taken by the student.

- English requirements:

  - TOEFL, IELTS or Cambridge
  - Intensive English Program certificate
  - Previous education in English speaking or Bilingual school with an official certificate
  - Test/Interview with SSBM member staff (75 EUR cost which will be deducted from tuition fees upon enrolment).
  - If a candidate is not from a majority English-speaking country, then an evidence of English language competency is required.

2. Criteria for Enrollment in the Next Semester/Academic Year

According to the "Policy on Enrollment in the Next Academic Year":

Regular enrolment in the next academic year

Students who have completed all study obligations determined by the study program, successfully passed all exams, and fulfilled the due financial obligations towards SSBM, acquire the right to enroll in the next academic year under regular terms.

Partial enrolment in the next academic year

Students who have completed all study obligations determined by the study program, successfully passed majority of exams and obtained at least 45 ECTS points, and fulfilled the due financial obligations towards SSBM, acquire the right to enroll in the next academic year under terms stipulated by this policy which is marked as a partial enrolment (points 3.2 to 3.6 of this article).

Failing the academic year

Student who fails to meet the terms for regular or partial enrolment in the next academic year (e.g, total number of ECTS points acquired during the academic year is less than 45), enrolls in the same academic year again. Student who fails to complete all study obligations and successfully pass all exams from re enrolled courses in the repeated academic year, loses the active student status and is

suspended from the program, but is still obliged to fulfil all outstanding financial obligations towards SSBM.

3. Credit Transfer and Recognition of Prior Learning

Credit Transfer and Recognition of Prior Learning are described in the "Recognition of Prior Learning (RPL) Policy" of SSBM Geneva.

4. Graduation Requirements

Upon successful completion of the Master program students will be awarded with a Master's degree with specialization in Business Administration delivered by SSBM Geneva. To successfully complete the program, students must:

- Complete all program courses with a passing grade
- Complete and defend the final thesis with a passing grade
- Have no outstanding financial obligations towards SSBM

Award of Degree with Distinction

Degree with Distinction, is awarded to students who meet the following terms:

- Complete their studies with an average grade score of minimum 90%:
  - For 6.0 grade scale minimum average grade of 5.5
  - For 4.0 grade scale minimum average grade of 4.0 (letter grade A)

5. Teaching Method and Learning Materials

This program is delivered entirely online through the SSBM Online Learning Portal used by Harvard and MIT. Modules can be completed in student's own time and pace.

Online learning is delivered through **asynchronous** and **synchronous** methods.

Asynchronous learning takes form of:

- prerecorded lectures supplemented by a variety of engaging activities such as quizzes, readings, assignments, capstone projects, knowledge checks, etc.

Synchronous learning takes form of:

- live lectures in form of Live Q&A Sessions, live seminars and webinars, guest lectures, live lectures on specific topics, one to one sessions with the lecturers, etc.

All learning materials for this program are made accessible through the SSBM Online Learning Portal.

Access to SSBM Connect is provided to all SSBM students. SSBM Connect is an online platform to socialize / exchange / engage and communicate with current students, alumni, professors and industry partners.

Access to SSBM e-Library and ESBCO (largest provider of research databases, e-journals, magazine subscriptions, e-books and discovery service) is provided to all students. SSBM Librarian is available to all students to further advance their access to literature.

6. Grading system

Grade elements are described in the course syllabus and consist of formative and summative assessments.

The numerical assessment at a module level is expressed in the following whole grade points and half-grade points in between:

6 = very good
5 = good
4 = sufficient
3 = insufficient (fail)
2 = weak (fail)
1 = very weak (fail)

A grade of 4.0 is equivalent to 60% of the minimum possible performance:

Percent Grade	6.0 Scale
95-100	6.0
90-94	5.5
85-89	5.0
80-84	4.5
60-79	4.0
50-59	3.5
40-49	3.0
30-39	2.5

Additional conversion table for 4.0 and letter grade scales (for international students):

Letter Grade	Percent Grade	4.0 Scale
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	< 60	0.0

The exam is passed if the total number of points equals to or is above 60.

7. Regular exam deadlines

If the student fails the 1st exam deadlines, he/she can attend regular examinations.

- Students who do not pass the exam in the 1st deadline take the next regular exam.
- Number of times the student can take the exam is 3+1, where the last one is considered as a commission exam. If the student fails, the commission exam he/she has to enroll in the course one more time.
- Commissions exam is held through the commission.
- Commission exam cannot be cancelled.
- Grade achieved on the exam is considered to be the final grade of the student.

If the student decides to refuse the grade achieved on the exam, he/she is obligated to communicate his/her decision to the head of the course and take another exam.

8. Program Outcomes

Master's core Learning Outcomes applicable to all Masters:

- Graduating students will demonstrate fundamental knowledge of the functional areas of business
- Master students will be able to demonstrate proficiency in technical and digital literacy.
- Master students will demonstrate effective teamwork and leadership roles
- Master students will demonstrate good written and oral communications skills
- Master students will be able to communicate effectively and efficiently
- Master students will acquire analytical skills

Program-specific Learning Outcomes:

- Demonstrate understanding of the importance of global finance
- Use and apply technology in the business environment context
- Analyze market strategies and understand how global organizations can benefit from business models

9. Program Curriculum

Course ID	Course	Lecturer	ECTS
26631	Organizational Behavior (OB02)	Tiffany Baer, PhD	7
26632	Business Strategy (BS01)	Robert Barcik	6
26633	Project Management (PM01)	Mario Silic, PhD	7
26656	Financial Management (FM03)	Dario Silic, PhD	8
26638	Business Presentation Skills (PSB01)	Alexander Lyon, PhD	5
26698	Innovation and Change Management (IACM01)	Velimir Srica, PhD	7
36967	SMarketing-Sales and marketing integration (SM02)	Vesna Glisic	6
26705	Strategic Management (SMGM01)	Anna Provodnikova PhD, Mario Silic PhD	6
26639	Human Resource Management (HRM01)	Aco Momcilovic	5
26682	Entrepreneurship (ENT01)	Jaka Vadnjal, PhD	5
36964	Research Project (RP01)	Anna Provodnikova, PhD	8
36965	Thesis (THE01)	SSBM Supervisor	20
		TOTAL:	**90**

Course Descriptors

ORGANIZATIONAL BEHAVIOR

Course Description

This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision making, communication and organizational change and development.

Course objectives

This course aims to:
- Improve students understanding of human behaviour in organization and the ability to lead people to achieve more effectively toward increased organizational performance.
- Obtain knowledge of OB concepts so that you can understand and analyse how organizations and the people within them work.
- Five your possibilities to apply OB concepts to real-world problems that managers have.
- Develop your leadership and management potential.

Course Learning Outcomes

By the end of the module students will be able to:
- Explain Organizational Behaviour model and how various aspects of organization work together and create human output
- Understand what part of inner aspect is responsible for individual's behaviour
- Know how to detect a problem and find the bestsolution
- Develop interpersonal and team skills
- Evaluate the benefits and challenges of alternatives to achieve high performance at the individual, team, and organizational level
- Find the right person for specific team or organization
- Evaluate ethical issues as related to organizationalbehaviour.
- Examine challenges of effective organizational communication
- Assess the impact that a company's structure and design can have on its organizational behaviour

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – PowerPoint	20	0.8
· Lectures – video	4	0.2
· Lectures – Reading part	50	2

Preparations for the lectures	20	0.8
Preparations for the practical work	20	0.8
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	30	1.2
· Learning for final assignment + time for solving	30	1.2

Course materials and textbooks

Main literature:

- Colquitt, J. A., Lepine, J. A., & Wesson, M. A. 2009. Organizational behavior: Essentials for improving performance and commitment. McGraw-Hill/Irwin

SSBM portal

Presentations, seminars and additional materials for class participation (case studies, excel cases etc.)

BUSINESS STRATEGY

Course Description

This course includes a study of strategic planning including mission statement development, analysis of the external environment and internal organizational factors, development of strategic alternatives, selection of appropriate alternatives, implementation of strategies, and competitive strategies and dynamics. Special emphasis is given to the integration and coordination of the functional areas within the enterprise.

Also, you will learn how organizations create, capture, and maintain value, and how it is fundamental for sustainable competitive advantage. You will be able to better understand value creation and capture and learn the tools to analyze both competition and cooperation from a variety of perspectives, including the industry level (e.g., five forces analysis), and the firm level (e.g., business models and strategic positioning).

- Understand how managers coordinate different functional areas, resources, and systems inside a company and align them with the external environment to enhance overall performance.
- Knowledge of strategic management tools and frameworks and apply them to real business contexts Process diverse business and industry information to diagnose strategic issues, evaluate strategic alternatives, and formulate a coherent and actionable strategic plan.
- How to think like a CEO, entrepreneur, or general manager.

Course objectives

The goal of the Business Strategy course is to provide students with a basic understanding of strategic management principles and practices. This course explores fundamental aspects of effective business strategies and how to implement them in organizations.

Course Learning Outcomes

At the end of this course, students will:

- Understand the nature of competition and industries at an advanced level.
- Determine external forces such as social, political/legal, economic, and technological, influence strategic decision-making and firm performance.
- Gain insight into he sophisticated relationships among the functional areas of an organization (marketing, human resources, production, finance, and accounting) and how effective strategic planning requires a concerted effort among all functional areas.
- Implement strategy research, including extensive use of the internet as a research tool.
- Apply the strategic management model to the analysis of an ongoing enterprise, including industry, environmental, and firm assessments; firm, business, and functional strategic assessments; development and evaluation of strategic alternatives; and strategic implementation and control.

Overview of student workload

Learning activities	Number of hours	ECTS Allocation
Lectures – Videos	4	0.2
Lectures - PowerPoint	30	1.2
Lectures – Reading part and literature	40	1.6
Preparations for the lectures	26	1.0
Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

-      John Parnell. Strategic Management: Theory and Practice, 4th Edition. Sage. ISBN: 978-1-4522-3498-4.

- Competitive Strategy: Techniques for Analyzing Industries and Competitors (Hardcover) by Michael E. Porter
http://eu.wiley.com/WileyCDA/WileyTitle/productCd-EHEP003053.html

(Students must register to SSBM Connect to access EBSCO materials.)

SSBM portal

Presentations, seminars, and additional materials for class participation (case studies, excel cases etc.)

PROJECT MANAGEMENT

Course Description

The course introduces students to the basic concepts of project management. Effective management of projects ensures that they are completed on time, within budget and are of high quality. The aim of the course is to familiarize students with techniques needed to achieve these three goals. Basic topics and segments of project management that students will address in this course are: quality of an effective project manager, typical responsibilities of the project manager and project selection, preparation of the detailed work schedule and budget, creating a project team, management, quality control of the project; risk management and more.

Course objectives

During the course variety of teaching methods will be used: from basic explanations of terms and concepts, exercises, working on case studies, individual work in finding the application of the presented knowledge and group/team work on the project. Beyond mere description of theoretical lectures, the emphasis will be on practical work, where students will plan and manage a project.

Course Learning Outcomes

1.	Students will acquire the ability to apply the acquired knowledge in new and unfamiliar circumstances, using understanding of the principles of project management.	Students will study the literature (books) in the fields of project management, which will help them to gain the necessary knowledge to solve tasks, tests, exercises and case studies. Students will prepare a seminar in which they will demonstrate theoretical knowledge and application to selected cases from practice.
2.	Students will communicate	Students will write a project plan, and tasks will be dealt with in groups. Students will orally present their group and individual work.

	effectively in a manner appropriate to leadership roles.	
3.	Students will gain the ability to use new technologies.	Students will use information technology in order to develop project documentation. The same technology will be used in the preparation of student papers.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Lectures – Video material	6,5	0.2
• Readings – literature, reading assignment and literature	70	2.8
• Video tutorials	2	0.1
• Individual study	45	1.8
• Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Harold Kerzner (2000): Applied Project Management. USA: John Wiley & Sons
http://www.projectmanagement.com/

Additional literature
Keith Goffin, Rick Mitchell. Innovation Management (2009) - Strategy and implementation using the Pentathlon Framework, Palgrave Macmillan, 2010. Also available in German language (FinanzBuch Verlag).
Mark Dogson, Davig Gann, Ammon Salter (2008). The Management of Technological Innovation, Oxford Univertsity Press
Paul Trott (2009). Innovation Management and new Product Development, Prentice Hall, 2008.
Klaus Kerth, Heiko Asum, Volker Stich, Die besten Strategietools in der Praxis, Carl Hanser Verlag,
Paul Williams (2009). The Innovation Manager's Desk Reference, Lulu.

FINANCIAL MANAGEMENT

Course Description

The course is made of a combination of lectures and case studies. Themes are covered through small business cases, homework, real-life examples, case studies work, etc.

Students are required to follow on-site lectures and case studies and be prepared by reading the given reading materials. Students are expected to actively follow on-site lectures and case studies.

Course objectives

The Financial Management course consists of a few basic sections of key importance for Corporate finance like: basic theoretical concepts of modern corporate finance; rates of return on money market and capital market, cost of capital, risk measurement; capital structure; company valuations; short and long terms cash flow projections; Discounting etc (FCF, NPV, IRR, PBP, WACC, EPS...) etc. The course deals with traditional financial instruments and modern corporate analysis of securities on primary and secondary capital markets. Special focus will be put on common and preferred stocks, different bonds and different types of loans. The goal of this course is, by using inputs like spread, rating, credit worthiness, Beta, cost of capital, yield, maturity, variance, standard deviation etc. to learn students how to apply such and other finance indicators in practice in foreign capital markets, in order to enable students to successfully understand and use concepts of modern corporate finance. Furthermore, emphasis will be put upon financial engineering in such a way that the student acquires knowledge necessary for creating a financial model in excel using all relevant financial excel formulas, and implementing them in the analysis of accounting reports such as the balance sheet, profit and loss account, and cash flow reporting, with the goal of calculating the rates of return of a specific investment (profitability index, NPV, IRR, etc) for the shareholders and debt providers. At same time, students will learn how to calculate the average cost of capital (WACC) and to valuate a company through dividends, FCF and multiples through different capital structures, scenarios analysis, break even analysis and sensitivity analysis. Many different small and big excel cases from different foreign capital markets will be used to learn students the way Financial Management should work in practice.

Course Learning Outcomes

1.   Students will acquire basic knowledge in financial management. The students will study different literature from the field of Corporate finance. They will link theoretical knowledge with real business cases. When they face a business problem, in order to solve it, they will apply adequate methods, coming from different fields of Finance and Banking. On the basis of different practical examples from foreign businesses and countries, the students will learn how to issue stocks, bonds, debts, etc. The students will learn different (legal, accounting, financial, administrative, tax and other) aspects of corporate financing. The final goal of the course is to learn students to apply the acquired knowledge in practice in a way to value the company, profitability of an investment, calculate the cost and the risk of capital through different securities, analyse the financial state of the company… All given outcomes will be valued

through big excel case study (all together 100 points or 100%) in the final exam where all Financial management topics from all lectures will be covered.

2.   Students will have the capacity of critical and analytical thinking.
        The students will discover problems and offer possible solutions, as well as identify possible risks of a proposed solution. The students will participate in developing case studies in excel which they will orally present during the lectures and finally in teamwork in Global case study. The students will be encouraged to continuously participate in class discussions. For a critical and analytical analysis and conclusions through a big excel case study, students can achieve a maximum of 10 points (10%) that are added to the final number of points in Global case study.

3.   Students will have the capacity for adaptation which is necessary for doing business in the global environment.   The students will identify key global trends in Financial management and discuss the influence of those trends on the entire activity of a company. The students will identify key components of a business surroundings of a country (economical, social, cultural, political, technological, legal) through class discussions and case studies. The students will give examples how these aspects differ between countries and give suggestions for the possibilities of adjusting to the ever- changing international environment. The students will be encouraged to get involved in discussions related to the questions of adjusting to conducting businesses in a global environment. For applying such component or solutions in the Final Global case study, students can achieve a maximum of 10 points (10%) that are added to the final number of points in Global case study.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Video material – PowerPoint	30	1.2
• Problem Solving Exercises – Excel	20	0.8
• Preparations for the lectures	20	0.8
• Preparations for the practical work	20	0.8
• Readings (presentations and literature)	30	1.2
• Learning for final assignment + time for solving	80	3.2

Course materials and textbooks

Main literature:

Main literature:

Brealey, A.R., Myers C.S., Marcus, J.A. Fundamentals of Corporate Finance. McGraw Hill. (BMM)
J. C. Van Horne, J. M. Wachowicz, Jr. Fundamentals of Corporate finance (Prentice Hall),
J. Berk, P. DeMarzo: Corporate finance. Pearson Education.

Additional literature:
Asquith, P., & Weiss, L. A. Lessons in corporate finance: A case studies approach to financial tools, financial policies, and valuation. John Wiley & Sons.
Wahlen, J., Baginski, S., & Bradshaw, M. Financial reporting, financial statement analysis and valuation. Nelson Education.
Corporate finance Raymond Am. Brooks, Pearson
Corporate finance Sheridan Titman, Arthur aj. Keown and John d. Martin, Pearson

SSBM web platform

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)

Excel

Excel is an important tool for corporate finance. All lectures by prof. Silić will be held online where every student can individually perform exercises in Excel. Students are advised to get acquainted with Excel before and during the lectures, and especially with using different financial formulas for easier understanding of the course.

Web

Different web sites will be mentioned during the lectures. The students are fully advised to consult such web pages in advance of lectures so that they can be prepared to better understand the calculations in excel.

Some of the web pages are listed here:

Financeyahoo.com Marketwatch.com Federalreserve.com Dow jones, Nasdaq etc Ecb.europa.eu

PRESENTATION SKILLS IN BUSINESS

Course Description

This course is designed to give students exposure to foundational and intermediate elements of presentation skills in professional settings. The course teaches

students principles of organizing or structuring a message, delivery skills to come across as more confident and composed, and techniques to open and close presentations like a professional. This course will also help students develop more memorable communication in less formal interactions such as giving regular updates at meetings.

Course objectives

Professional presentation skills course has the learning objective : Presentation skills. After the course students will be able to improve their presentation skills when doing global business. Students will learn many techniques of presentations individually and in groups.

Course Learning Outcomes

1.	To understand and practice foundational qualities of a sound presentation design	Develop an understanding of the principles of effective presentation design, including visual hierarchy, clarity, and audience engagement. Identify and analyze the key components of successful presentations, such as clear objectives, compelling storytelling, and appropriate use of multimedia.
2.	To identify key speaking distractions or other weaknesses and build on students' speaking strengths	Analyze and identify common speaking distractions and weaknesses, such as filler words, lack of eye contact, or ineffective body language, in order to help students become aware of their specific areas for improvement. Develop strategies and techniques to minimize speaking distractions and strengthen students' overall speaking skills, including exercises to reduce the use of filler words, enhance eye contact, improve body language, and project confidence. Provide individualized feedback and guidance to each student, highlighting their speaking strengths and offering personalized exercises and activities to further enhance their abilities, ultimately building their overall speaking proficiency.
3.	To develop a strong opening for an introduction	Understand the elements of an effective introduction, including the importance of capturing the audience's attention, establishing relevance, and clearly stating the purpose of the presentation. Learn and practice various techniques for crafting compelling openings, such as using a captivating anecdote, posing a thought-provoking question, or presenting a surprising statistic, to engage the audience from the start and set a strong foundation for the presentation.
4.	To develop a strong closing for a conclusion	Understand strategies for creating impactful conclusions that leave a lasting impression on the audience, such as summarizing key points, providing a call to action, offering a memorable quote, or delivering a thought-provoking closing statement, to effectively wrap up the presentation and leave the audience with a sense of closure and inspiration.

5.	To outline a presentation suitable for a professional context	Learn the principles and techniques of creating a well-structured presentation outline tailored for professional settings, including identifying the main objectives, organizing content logically, and establishing a clear flow of information to effectively convey the intended message to professional audiences.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
● Lectures – Video material	6,5	0.3
● Readings – literature, reading assignment and literature	50	2.0
● Individual study	20	0.8
● Learning for final assignment + time for solving	50	2.0

Course materials and textbooks

Main literature:

Main literature:

Recommended Website: http://www.communicationskillscoach.com/

SSBM portal

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)

STRATEGIC LEADERSHIP

Course Description

Strong leadership is regarded as one of the best predictors of organizational success and critical human capital required for career progression in almost every organization. However, leadership is also a highly complex and often misunderstood phenomenon. It's hard to define, but we all know good and bad leadership when we see it.

This course will equip aspiring leaders with an understanding of what leadership is and how an individual can develop the skills required to become an effective leader in their organization. Taught by instructors and presenters

with decades of business and not-for-profit leadership experience, you will learn the difference between leadership and management, the importance of understanding others and building empathy and relationships, and gain a better understanding of the different leadership styles you may encounter throughout your career.

In this five-parts course, I share my insight from over 4 decades of coaching. We're going to look at a proven process that you can use to develop yourself as a leader. As an executive educator and coach, I will help you understand how your beliefs and the environments you operate in can trigger negative behaviors. Throughsimple and practical advice, I will help you achieve and sustain positive behavioral change.

Research on coaching is clear and consistent. Coaching is most successful when it's applied to people with potential who want to improve — but not when it's applied to people who have no interest in changing. This istrue whether you are acting as a professional coach, a manager, a family member, or a friend.

Course objectives

- Understand the usage of different coaching methods.
- Distinguish the five types of leadership coaching techniques and team behaviors.
- Describe the benefits of using different techniques and exercises within the team/organization.
- Apply "follow up", "feedforward" and "wheel of change". Explain how and why to use the techniques.
- Be able to conduct a basic exercise with your team as a leader and evaluate the outcome.
- Create plan for independent learning, self-study and evaluation of own progress as a leader.

Course Learning Outcomes

By the end of the course you will be equipped to:

- Master 'what to stop' as a leader and explore how to use 'what to stop' in coaching
- Examine the classic challenges for successful leaders, and how to use feedforward
- Explore a proven model for developing yourself as a leader, and the importance and impact on leadership effectiveness
- Discover why we all need help and structure, a new approach to employee engagement, and the daily question process

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – videos	3	0.1
Lectures – reading part	40	1.6
· Preparations for the lectures	20	0.8
Reading part (literature and pre-reading links)	20	0.8
· Learning for final assignment + time for solving	42	1.7

Course materials and textbooks

Main literature:

Live an Earned Life Leadership as a Contact Sport

The many Faces of Corporate Leaders Try Feedforward Instead of Feedback

SSBM portal

Presentations, seminars and additional materials for class participation (case studies, etc.)

Behave yourself

Succeed More by Winning Less Now Go Out and Lead!

INNOVATION AND CHANGE MANAGEMENT

Course Description

The course is made of a combination of lectures, case studies and team projects. Themes are covered through small business cases, individual and team presentations, real life examples, self-assessment tests, etc.

Students are required to attend the lectures, prepare, and present individual and team projects on innovation and change management.

We are always open for questions, discussions and suggestions of our students through especially e-mail communication.

Course objectives

The course is aimed at providing students with theoretical principles as well as with practical knowledge, including tips and tricks in the area of change and innovation management. The students will develop understanding of innovation and creativity as phenomena in general, and specifically within an organizational environment. They will develop individual and team skills in preparing and presenting innovative projects, specifically those based on digital transformation and creating added value.

Course Learning Outcomes

At the end of this course, students will be able to:

- Provide an introduction to innovation and change management
- Describe and explain innovation and change in the age of digital transformation
- Research and explain convergent, divergent, lateral, and vertical thinking
- Provide an insight into barriers to creativity and innovation and how to remove them
- Learn how to manage change in seven steps
- Explain and practice individual and team creativity supporting techniques
- Outline the principles of building innovative and change-oriented organizational environment
- Understand and learn the principles of managing projects that bring change and innovation
- Develop case studies and student projects with presentations

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – videos	5.5	0.2
· Preparations for the lectures	15	0.6
Preparations for the practical work	55	2.2
• Readings (presentations/lectures and literature and reading assignments)	50	2
· Learning for final assignment + time for solving	50	2

Course materials and textbooks

Main literature:

Srića Velimir (2016): Creativity and Innovation Management, Kindle Store

Additional literature:

Cameron Esther (2015): Making Sense of Change Management, Cogan Page
Hayes John (2010): The theory and practice of change management, Palgrave Macmillan
Srića Velimir (2014): In Search of Harmony in a Disharmonious
World: Leadership Manual for ChangeAgents and Dreamers,
Algora Publishing
Srića Velimir (2008): Social Intelligence and Project Leadership,
Journal of American Academy of Business, no. 2.

SALES AND MARKETING INTEGRATION

Course Description

The course introduces students to the marketing concept which stands for integration of sales and marketing. The aim of the course is to familiarise students with knowledge, tools and techniques needed to integrate sales and marketing through activities, systems and processes, organizational structure as well as (re)building the culture.

Basic topics and segments of marketing that students will address in this course are: sales vs. marketing approach, types of sales and marketing relationship, tools for successful sales and marketing integration, B2B marketing and omnichannel/multichannel approach, how to use technology in integration, 4E as a new marketing mix, economy of experience, and more.

Course objectives

Students will study the literature (books) in the fields of market communications which will help them to gain the necessary knowledge to solve tasks, tests, exercises, and case studies.

Students will prepare a seminar in which they will demonstrate theoretical knowledge and application to selected cases from practice.

Students will solve several exercises in which will show their opinion, knowledge, and skills about subjects. Students will orally present their group and individual work.

Students will use information technology to develop marketing model. The same technology will be used in the preparation of student papers.

Course Learning Outcomes

- Students will acquire the ability to apply the acquired knowledge in new and unfamiliar circumstances, using understanding of the principles of marketing.
- Students will communicate effectively in a manner appropriate to leadership roles.
- Students will gain the ability to use new technologies.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
● Lectures – Powerpoint	24	1.0
● Preparations for the lectures	10	0.2
● Preparations for the practical work	20	0.8
● Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	40	1.6
● Learning for final assignment + time for solving	60	2.4

Course materials and textbooks

Main literature:

P. Kotler, K.L. Keller, M. Martinovic (2014). Marketing Management, 14th ed. USA: Pearson
B.J. Pine, J.H. Gilmore (2018). The Experience Economy with a New Preface by the Authors: Competing for Customer Time, Attention, and Money. USA: Harvard Business Review Press

Additional literature

Al Ries, Jack Trout (2001), Positioning – A battle for your mind, McGraw Hill
Lawrence Ingrassia (2020), Billion Dollar Brand Club, Henry Holt & Company
J. Raju, Z.J. Zhang (2012). Smart Pricing. USA: Wharton School Publishing.
P. Kotler, J. Saunders (2013). Principles of Marketing, 6th eur. ed. New Jersey: Prentice Hall
A. Swartzlander (2003). Serving Internal and External Customers. New Jersey: Prentice Hall
S.A. Neslin (2002). Sales Promotion. Marketing Science Institute
J.M. Mentzer, M.A. Moon (2005). Sales Forecasting Management: A Demand management Approach. London: Sage Publication
C.Heat, D. Heat, J. Bobb (2017). The Power of Moments: Why Certain Experiences Have Extraordinary Impact. Simon and Schuster Audio
H. Beckwith (2012). Selling the Invisible. USA: Warner Books.
J. Belfort (2017). Way of the Wolf: Straight Line Selling: master the art of persuasion, influence, and success. Simon and Schuster Audio

STRATEGIC MANAGEMENT

Course Description

This course includes a study of strategic planning including mission statement development, analysis of the external environment and internal organizational factors, development of strategic alternatives, selection of appropriate alternatives, implementation of strategies, and competitive strategies and dynamics. Special emphases are given to the integration and coordination of the functional areas within the enterprise.

Also, you will learn how organizations create, capture, and maintain value, and how it is fundamental for sustainable competitive advantage. You will be able to better understand value creation and capture, and learn the tools to analyze both competition and cooperation from a variety of perspectives, including the industry level (e.g., five forces analysis), and the firm level (e.g., business models and strategic positioning).

- Understand how managers coordinate different functional areas, resources, and systems inside a company and align them with the external environment to enhance overall performance
- Knowledge of strategic management tools and frameworks, and apply them to real business contexts Process diverse business and industry information to diagnose strategic issues, evaluate strategic alternatives, and formulate a coherent and actionable strategic plan
- How to think like a CEO, entrepreneur, or general manager.

Course objectives

Business strategy skills course has the learning objective : Initiative skills. After the course students will be able to improve their initiative skills when doing global business.

Course Learning Outcomes

The purpose of the course is to give students an appreciation of:

- Understand the nature of competition and industries at an advanced level.
- Understand how external forces such as social, political/legal, economic, and technological, influence strategic decision-making and firm performance.
- Understand the sophisticated relationships among the functional areas of an organization (marketing, human resources, production, finance, and accounting) and how effective strategic planning requires a concerted effort among all functional areas.
- Understand strategy research, including extensive use of the internet as a research tool.
- Apply the strategic management model to the analysis of an ongoing enterprise, including industry, environmental, and firm assessments; firm, business, and functional strategic assessments; development and

evaluation of strategic alternatives; and strategic implementation and control.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
• Video material	6,5	0.3
• Practical part (knowledge tests, discussion questions)	3	0.1
• Lectures – Reading part	30	1.2
• Preparations for the lectures	40	1.6
• Readings (literature)	30	1.2
• Learning for final assignment + time for solving	40	1.6

Course materials and textbooks

Main literature:

Clifford S. (2011). Where Wal-Mart failed, Aldi succeeds. Retrieved from https://www.nytimes.com/2011/03/30/business/30aldi.html

FedEx SWOT analysis (2020). Retrieved from https://bstrategyhub.com/fedex-swot-analysis/

Galunic C., Hermreck I. (2012). How to help employees "get" strategy. Retrieved from https://hbr.org/2012/12/how-to- help-employees-get-strategy

Leavy B. (2013).Updating a classic formula for strategic success: focus, alignment, repeatability, and leadership. Strategy & Leadership 41, 1, 18-28.

Perrott B. E. (2011). Strategic issue management as change catalyst. Strategy & Leadership 39, 5, 20-29. Porter M. E. (2008). The five competitive forces that shape strategy.

Retrieved from https://hbr.org/2008/01/the-five-competitive-forces-that-shape-strategy

Sheppard B., Zarubina D., Jenkins A. (2020). Adapting to a new world. Retrieved from https://www.strategy- business.com/article/Adapting-to-a-new-world

Sloan J. (2017). Learning to think strategically. (3d ed.). New York : Routledge.

Subramanian S., Rao, A. (2019). How to build disruptive strategic flywheels. Retrieved from https://www.strategy- business.com/article/How-to-build-disruptive-strategic-flywheels

SSBM portal

Presentations, seminars and additional materials for class participation (case studies, excel cases etc)

HUMAN RESOURCES MANAGEMENT

Course Description

Modern HR Departments have outgrown their administrative related activities within organization and becameactive contributors to the strategy and competitive success of organization. The focus of this module is to exploremodern HR functions and how they evolved over the years, and what is considered a good practice in some of those areas. Aim is also, to encourage to think about HRM in your organization in the context of globalized world and 21st century.

Course objectives

- To provide an understanding of the HR functions in modern organizations
- To understand HR strategy and HR function and its position within today business
- To deepen knowledge of the range of HRM practices, models, and ideas
- To develop some specific knowledge and skills crucial for good people management
- To develop new understanding and approach in your collaboration with your HR department

Course Learning Outcomes

A knowledge and awareness of some behavioral, managerial and HRM challenges facing our organizations
Develop a critical approach to the implications, assumptions and limitations of current practices and theories in the field
Working understanding of a range of human resources and people management practices
Acquire a usable toolkit of basic HR tasks and operationst the end of this course, you will be able to:

- Explain the key ideas behind fundamental techniques in data analytics, including dashboarding, visualization, classification, aggregation of data
- Identify new opportunities to use these techniques across business domains to guide decision-making
- Apply these techniques to novel problems using a combination of Excel, Power Query, Power BI, SQL, Python or machine learning
- Formulate and communicate actionable business recommendations based upon your analysis, including its limitations
- Critically assess the validity of analytics-based recommendations in the context of specific business decisions

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
Lectures – PowerPoint	5	0.2
Lectures – videos	3	0.1

Lectures – Reading part	9	0.4
· Preparations for the lectures	37.5	1.5
Individual study for additional activities (presentations, seminars, projects, debating, reporting etc.)	20	0.8
· Learning for final assignment + time for solving	50	2

Course materials and textbooks

R. Noe / J. Hollenbeck: Human Resources Management; Mate d.o.o. 2006
R. Brčić, Ž. Dulčić, M. Černe, T. Hernaus: Koraci uspješnog organiziranja; Školska knjiga 2018
S.P. Robbins: Bitni elementi organizacijskog ponašanja; Mate d.o.o. 1995

Additional literature:

Allen, P.L 2015. - Toward a new HR philosophy. McKinsey Quarterly
Schein, E.H. 1983. - The role of the founder in creating organizational change.
P. Capelli. - Why We Love to Hate HR…and What HR Can Do About It; HBR 2015
P. Capelli, A. Travis. - The New Rules of Talent Management; HBR 2018

SSBM web platform

Presentations, seminars and additional materials for class participation

ENTREPRENEURSHIP

Course Description

This course provides a broad-based introduction to entrepreneurship. The main focus of this course is to lay out the foundations to form a new venture. The new venture may be a startup business or a new profit center within an existing business. You will form teams to develop the product and/or service concepts, evaluate the commercial potential of the idea and opportunity, research its market and competition, understand the importance of patents and copyrights, develop a pitch to investors, learn steps to acquire resources, avoid pitfalls, and finance the venture.

Course objectives

Enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business or to undertake new ventures in an existing firm. Inspire the students to seek 'alternative' career opportunities. Understand the process nature of entrepreneurship and learn the ways to

manage it Develop the analytical skills of the students with regard to various stages of the entrepreneurship process, starting from opportunity identification and idea generation to business model development and

Course Learning Outcomes

Participants in the course will explore the mindset, considerations, realities, and real-world methods associated with the process of launching a new venture. Though the course focus is on the entrepreneurship process, the design of the course is to provide know-how and tools to be more effective in developing and articulating your ideas in all aspects of your career.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
· Lectures – video	7.5	0.3
· Readings – literature, reading assignment and literature	32.5	1.3
Video tutorials	2.5	0.1
Individual study	45	1.8
· Learning for final assignment + time for solving	37.5	1.5

Course materials and textbooks

Main literature:

Barringer, Bruce R., and R. Duane Ireland, Entrepreneurship: Successfully Launching New Ventures. (Boston): 4th Edition, 2011. Pearson Prentice Hall. ISBN 978-0-13-255552-4.

RECOMMENDED REFERENCES:

Business Idea Websites: http://www.springwise.com/
http://www.kickstarter.com/
http://smeda.org.gov

Supplementary Websites: http://www.sethgodin.com/sg/

http://www.entrepreneur.com/
http://www.effectuation.org/

RESEARCH PROJECT

Course Description

Students are required to plan and complete Research Project which is the investigation of a business issue and which may conclude with proposals for an evidence-based solution/response and/or further research. Completion of the Research Project is an independent learning experience, supported by supervision sessions, field coordinated support sessions and attendance at workshops on e.g., writing up research. The module provides students with the opportunity to undertake a focused exploration of a contemporary business issue, drawing on skills and knowledge acquired from other modules. Students choose their own topic but within certain constraints such as key contexts and subject field applicable to their degree pathway. The students must choose and define the topic, research relevant information, and will be encouraged to collect primary data where relevant and possible, critically evaluate their findings in the context of the contemporary issue and draw relevant conclusions on the state of knowledge, with recommendations for practice and/or for further research.

Course Goals

	General course objectives	Specific course objectives
1.	Understand the nature of research in business and the ways in which it can contribute to business success	- demonstrate an appreciation of the nature of research, and of alternative approaches to it - demonstrate an understanding of the basic principles for ethical research. - critically evaluate and use the findings of existing research. - investigate, consider and analyse data sources
2.	Learn how to generate research ideas then turn them into projects and how to write a research proposal with clear objectives	- work independently on a research topic - plan and manage a piece of extended writing – manage time, write clearly and concisely, organise material coherently.
3.	Discuss, critique and apply knowledge of enquiry and research methodologies, methods and analytical techniques	- collect information and data from a variety of sources and assess the accuracy and reliability of such material - draw appropriate inferences and conclusions from the analysis of findings

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
● Readings – literature,	50	2

reading assignment and literature		
● Individual study	100	4
● Learning for final assignment + time for solving	50	2.0

FINAL THESIS

Course Description

The Master's Thesis provides students in Business Administration with the opportunity to conduct in-depth research on a topic of their choice related to business theories, practices, or trends. Students will engage critically with both theoretical frameworks and practical aspects of business to create a thesis that reflects scholarly research and practical understanding.

Course objectives

For a Master's Thesis in Business Administration, establishing clear and focused course goals is essential for guiding students through the process of conducting meaningful research and producing a comprehensive thesis. Here are some well-defined course goals that can be incorporated into the syllabus:

1. Research Development:

Equip students with the ability to identify, formulate, and articulate a researchable problem in the field of Business Administration. Encourage the development of original research questions that contribute to existing business knowledge.

2. Knowledge Integration:

Promote the integration of theoretical and practical knowledge in business to address complex problems. Enable students to apply advanced business administration concepts and models to their research.

3. Analytical Skills:

Enhance students' ability to critically analyze business literature and existing research to establish the foundation for their thesis. Develop proficiency in applying quantitative and qualitative research methods to business scenarios.

4. Professional Communication:

Foster the skills necessary for writing a professional, scholarly thesis that adheres to academic standards. Improve oral communication skills through the preparation and execution of the thesis defense.

5. Ethical Research Practice:

Instill a strong understanding of ethical considerations in business research, particularly in the collection, analysis, and presentation of data. Ensure all research activities respect confidentiality and integrity in dealing with business-related data.

6. Project Management:

Teach students effective project management strategies to plan, execute, and complete a substantial independent research project within a stipulated timeframe. Encourage self-discipline, time management, and the ability to work independently under guidance.

These goals are designed to not only guide students through the process of researching and writing their thesis but also to prepare them for professional and academic challenges in the field of Business Administration. Each goal supports the development of essential skills and knowledge bases necessary for successful business leaders and scholars

Course Learning Outcomes

	Description
1	Develop a comprehensive and feasible research proposal that addresses a significant business issue.
2	Conduct an extensive review of literature to contextualize the research question within existing knowledge.
3	Select and justify appropriate research methodologies tailored to the specific research question.
4	Collect and analyze data systematically to draw well-supported conclusions.
5	Produce a scholarly thesis that demonstrates clear, logical, and critical argumentation.
6	Defend the research findings and methodology effectively in an oral examination.
7	Demonstrate ethical research practices and adherence to all relevant guidelines.
8	Manage a substantial independent research project, showing effective planning and time management.

Overview of student workload

Learning activities	Number of Hours	ECTS Allocation
● Research and Reading	150	6.0
● Writing the Thesis	150	6.0
● Project Planning and Meetings	75	3.0
● Data Collecting and Analysis	75	3.0
● Preparation of Presentation and Defense	50	2.0

Course materials and textbooks

Main literature:

"Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis" by Joan Bolker.

Additional literature:

1.   "How to Write a Thesis" by Umberto Eco

2.   "Writing and Publishing Your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions" by Puncky Paul Heppner and Mary J. Heppner

SSBM web platform

Presentations, seminars and additional materials for class participation (Case studies, etc.)

Web

Different web sites can be mentioned during the lectures. The students are fully advised to consult such web pages in advance of lectures so that they can be prepared to better understand the calculations in Excel.